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ABSTRACT

A study examined the organizational factors contributing to the motivation of 4-H volunteer leaders. A modified form of Herzberg's Motivation-Hygiene Theory served as the research design of the study. A total of 149 4-H leaders were interviewed regarding thirteen job factors: recognition; personal growth; relationships with other 4-H leaders, extension staff, parents, and other 4-H members; policy and administration; work conditions; guidance and training; and security. Percentages of motivation and hygiene factors contributing to job satisfaction and dissatisfaction were computed. Factors contributing to job satisfaction (motivating factors) were recognition, work itself, responsibility, personal growth, achievement, and relations with members and parents. Factors contributing to job dissatisfaction were guidance and training, policy and administration, and relationship to leaders. Relationship with members and parents and achievement which served as sources of both job satisfaction and dissatisfaction functioned both as motivational and hygiene factors. Based on these findings, administrators of volunteer programs should minimize opportunity for hygiene factors to become significant to 4-H leaders. (Models for managing motivation and hygiene of volunteers conclude this report.) (MN)

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MANAGING FOR MOTIVATION
HERZBERG'S MOTIVATION-HYGIENE THEORY
AND ITS APPLICATION TO 4-H LEADERSHIP

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Chapter I

PURPOSE

Extension has certain goals and objectives to be achieved. In order to achieve these goals, there is a need to be staffed by highly motivated individuals, both paid and volunteer. There are many interrelated variables that account for the success of goal attainment and an individual's motivation. Such variables are found both in the internal operation of the organization and outside of the organizational structure.

This project focused upon one aspect of those variables of motivation within the organizational structure. Specifically, what organizational factors of the Extension Program are important in contributing to the motivation of volunteers?

The two objectives for this project were:

1. To test Herzberg's Motivation-Hygiene theory with volunteer 4-H Leaders.[1]

2. To test a model for assessing leader attitudes toward job factors that can be utilized by Extension Field Staff.

This information and model should be of value to staff concerned with determining future directions and planning leadership development programs. If such a model has practical value and is functional, then leader training can be designed that is generated from information provided by the volunteer instead of being based solely on theoretical concepts of volunteer management.

RATIONALE

The 4-H volunteer is a legitimate part of the Extension staff because they give their time and energy to further the goals of the Extension youth organization. Adult volunteer 4-H leaders serving the 4-H program during fiscal year 1976 numbered 371,971. While recent figures on tenure of volunteer 4-H leaders are not available, it is generally accepted by

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[1]The Herzberg theory suggests that certain job factors account for satisfaction and thus motivate staff, while other factors lead to dissatisfaction. These factors are thought to be two separate sets of variables that are independent of each other.

Extension staff that one-fourth of the volunteer 4-H leaders leave the 4-H program annually. This means that 93,000 4-H leaders were recruited for their first year of leadership during 1976. If past trends in volunteer leadership continue during 1976 and 1977, approximately one-third of these 93,000 leaders discontinued their service during or at the end of their first year of service.

The National 4-H Urban Committee's definition of "volunteer" tells much about the situation in which agencies that utilize volunteers find themselves.

> A volunteer is a member of the staff who gives his or her time or expertise without receiving or expecting pay. He or she acts with obedience to the unenforceable, for they may serve or not serve based on the non-monetary satisfaction they received.

In other words, volunteers are obligated to the program only to the extent that they choose to obligate themselves. If the success of programs which depend upon volunteers rests upon this "unenforceable satisfaction", it then becomes the responsibility of professionals to continually be aware of management techniques and current trends in volunteerism which will insure that volunteers receive satisfaction.

4-H in Century III outlines as its first recommendation the doubling of the number of volunteer leaders during the next decade. In this regard, recruitment must certainly be an integral part of any leadership development plan for continued expansion. In consideration of the turnover rate discussed earlier, Extension staff need to be involved in developing management plans that will increase the tenure of 4-H leaders.

To achieve the goals of a reduction in leadership turnover and/or the doubling of leadership enrollment, there is a need for determining what motivates leaders on the job. Once motivation factors can be identified, then Extension professionals can build upon these factors to plan for leadership programs that will reduce turnover.

Motivation, as a phenomenon, has been studied by many social scientists and is currently receiving more attention by those studying volunteerism. Arthur Blumberg (1961) concluded that if people understand that they can get certain needs satisfied by being a volunteer they will, so to speak, motivate themselves. Therefore, Extension professionals need to insure that the needs of volunteers are fulfilled.

While the National 4-H Urban Committee used the word "unenforceable" to describe the kind of satisfaction that 4-H leaders receive in the job role, the term was used only to emphasize the fact that there is a difference in the nature of volunteer staffing as compared to paid employees. In consideration of this fact, Extension needs to establish an organizational climate that is satisfying to all staff, volunteers and paid employees. In order to effectively retain volunteers for the 4-H program of the future, it is important to assess volunteer's perceptions of the organizational structure and climate, relative to factors associated with job satisfaction.

Porter and Lawler (1968) raised the following questions in regard to assessment and other aspects of program management:

> Every manager is continually being confronted with evidence that subordinates hold a variety of attitudes toward him, toward the organization, and especially, toward their jobs. What most managers are not sure of is how they should react to these attitudes. Should they ignore them entirely? Should they systematically try to measure them? If they decide to measure the attitudes, a whole set of other questions arises: What kinds of attitudes are important to measure? What interpretation should be put on the results of attitude studies? Does information on job satisfaction tell anything about motivation?

Weaver (1975) citing Chambers (1972) Handbook for Educational Volunteers notes that "A volunteer's continuing performance is directly affected by the degree of satisfaction his work provides. This satisfaction is a volunteer's sole reward." According to Harriet Naylor (1973):

> We know that gratification must be linked to satisfaction from the accomplishments of objectives which are important to the individual ...and it is most important to understand that satisfaction is more than the absence of irritation.

In view of the relationship between satisfaction and motivation the following statements serve as the conceptual framework upon which this study was conducted:

1. There are many variables which influence an individual's personal needs and job performance and these include factors within the work environment.

2. The organization must provide a structure to meet the individual's needs in order to create a satisfying climate for that individual.

3. When the individual feels satisfied then there is a higher probability that the goals of the organization will be attained.

An assumption, basic to these statements is that more information is needed about volunteer satisfaction. In essence, the purpose of this study is to deal with this need for additional knowledge about the satisfaction of 4-H volunteers.

Chapter II

REVIEW OF THE LITERATURE

A review of the literature reveals that there is a great deal of information available concerning volunteer 4-H leadership. Most of this information identifies various factors that may be valuable in planning for recruitment of leaders. Unfortunately, there is little specific identification of what factors in 4-H leadership service are especially important in motivating 4-H leaders.

Some research has been done that collects data about leader's attitudes and perceptions of their job. Most of these studies have utilized open-ended or force-choice questions asking: "Why did you volunteer?" The results of such studies invariably show a high frequency of responses such as: sense of duty, to help others, and enjoy 4-H work.

Other studies have asked specifically: "What satisfactions do you receive from being a 4-H leader?" Another set of responses is often collected which include: enjoy seeing young people grow, enjoy helping young people and enjoy teaching.

Denmark (1973) suggests that a concern for the characteristics or traits of volunteers is an important part of explaining the leadership process. While such approaches to volunteerism do result in some demographic characteristics that are helpful in planning recruitment programs, they do not make the problem of motivation on the job much clearer.

A study of voluntary organizations completed by Aidak Tomeh (1973) concludes:

> The overview of research in this area reveals that there is a preponderance of research on demographic characteristics and few studies relating voluntary membership to attitudinal and psychological factors.

Understanding motivation and how it may effect staff, both paid and volunteer, is certainly just one aspect of those psychological factors, yet is a critical one. If the volunteer 4-H leader program is to continue to grow in numbers and diversity of service, then Extension must be able to utilize research that has been generated in the study of paid employees. Such information should be valuable to supplement the work that has been done in volunteerism.

Marlene Wilson (1976) suggests that there are two reasons why volunteer programs fail. "A lack of knowledge of management and organizational skills and secondly, a naive and oversimplified view of people and motivation." She concludes:

> Let us turn then, to the behavorial scientists to see what they can tell us about motivation that might help us with the down-to-earth problems and challenges of managing a program. Perhaps it will give us new insights into such things as absenteeism, turnover, attitude and performance as it relates to volunteers.

Much motivational research has been designed to explore the conditions necessary to creating a high level of group functioning. Often such research has focused upon the supervisor. Motivation in these cases is viewed as behavior dependent upon the behavior of others. These studies have resulted in much work in leadership styles and group techniques and processes.

Others have defined motivation as a process that is also internal to the individual and not generated solely by external forces. Sergiovani and Carver (1973) discuss this type of motivation and suggest that Third-Force psychology is another alternative that behaviorists and Freudians do not consider:

> Third-Force psychology argues that man is not entirely moved by what is behind him (Freud) or by the conditions of his present environment (Skinner) but is also primarily moved by the attraction of what is ahead.

Abraham Maslow (1954) identified a hierarchy of needs based upon this concept that man is motivated to look ahead to the future in order to meet his needs. This hierarchy of needs has been adapted by many other social scientists, but man's self-actualization needs most often remain at the top of these hierarchies. Much attention has been given to man's basic needs as motivating factors in job attitudes and performance.

Examples of this awareness of the individual's needs in a voluntary organization can be found in some texts and guidelines for volunteer management. One such example is Training Volunteer Leaders published by the YMCA (1974). A specially funded project was conducted to determine the training needs of volunteers. While much of this work focused on techniques and group activities, the study was based on a survey of competencies needed for effective group

leadership. Several of these competencies are also identified as factors which motivate the volunteer as well as prepare him for leadership roles. "Helping the leader grow as a human being" is one of the competencies that is recognized as being very important.

Other organizations are also focusing attention on the individual's needs for personal growth. It is assumed that if these needs for growth are met then other competencies that are also expected of volunteers in order to accomplish the organizational goals can also be achieved. Schindler-Rainman and Lippitt (1975) suggest that to increase motivation:

> ...most volunteer opportunities should provide for both self-actualizing personal development and meaningful service to the needs of others... opportunities should be presented both as continuing education to learn and grow and as opportunities to contribute to much needed social services.

Robinson (1975) further identified these needs in relationship to Maslow's hierarchy. In Motivation in Community Groups, he states:

> To satisfy an individual's self-actualization needs of achievement, responsibility, growth, work itself, recognition, advancement and utilization of potential, the motivator needs to provide a climate of stimulation.

Robinson's discussion is based on a 1959 study by Herzberg, Mausner, and Snyderman. Motivation to Work, was produced after an extensive study and interviews with over 200 engineers and accountants in Pittsburgh. The results of this study have had a great impact on the teaching of organizational management and motivation of adults. This study employed the critical incidents methods to interview the subject. It was felt that this method would result in data that focuses on the individual rather than the group.

A content analysis of the interviews revealed that there are several job factors that have a significant relationship to job satisfaction and job dissatisfaction. These factors were found to form two separate sets or dimensions. These were labeled as "motivating factors" and "hygiene factors." The motivators are: recognition, possibilities for growth, achievement, advancement, responsibility and the work itself. These factors have been termed "intrinsic." The hygiene factors are: company policy and administration, supervision, salary, interpersonal relationships, status, security, effect on personal life, and working conditions. These factors have been termed "extrinsic."

Herzberg proposed a theory of motivation which is based upon these two dimensions: Motivating factors create job satisfaction when present, and no job satisfaction by their absence. Hygiene factors create job dissatisfaction when absent from the work experience, yet, when present they do not account for satisfaction. According to Herzberg, motivation is attributed to factors intrinsic to the job and satisfies an individual's needs for self-actualization.

This theory of motivation has been retested in many situations. Sergiovani (1976) has been one of many researchers who has replicated the original work of Herzberg. He states:

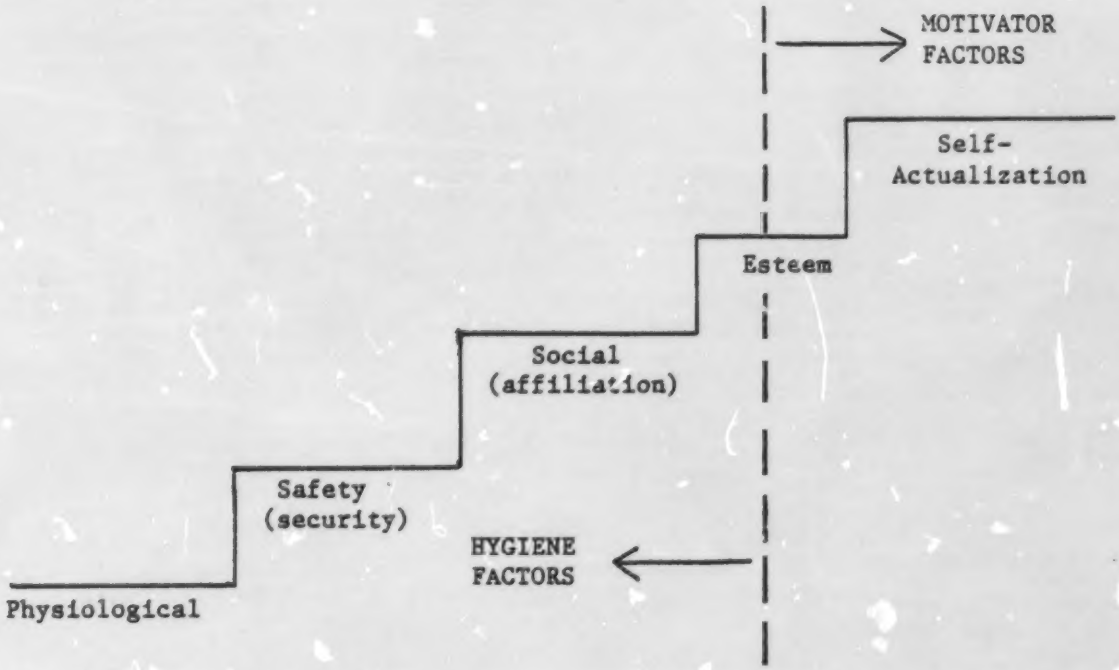
> The Herzberg theory is one of the most controversial yet most studied theories on job satisfaction. About as many studies support the theory as do not. When investigators use similar methods to Herzberg -- indepth interviews and content analysis -- the results tend to support the hypothesis; but when the questionnaire and other objective devices are used, the hypothesis tends not to be supported.

Much of the research, whether its results were supportive of the Herzberg hypothesis or not, still continue to use the same job factors. Some studies suggest that there is no two-dimensional aspect to motivation. Other studies conclude that the variables need to be categorized differently and factor-analyzed by the raters.

There have been only a few studies in other voluntary organizations which also attempt to collect information about volunteers' attitudes toward the job factors that have been identified by Herzberg. A study by Bruce Jennings (1974) was designed to test the applicability of Herzberg's theory to a volunteer setting. Seventy-four volunteers were administered a questionnaire adapted from Herzberg's procedure. The results of the studies supported the original formulation of the motivator-hygiene theory. Motivator factors were found to be associated with periods of volunteer satisfaction, and hygiene factors with periods of volunteer dissatisfaction. It was also found that hygiene factors predominated over motivating factors among ex-volunteers as reasons for leaving the volunteer service.

Hersey and Blanchard (1972) have attempted to diagram the relationship between Maslow's hierarchy of needs and Herzberg's theories.

Figure 1: The relationships between the motivation-hygiene theory and Maslow's hierarchy of needs.



The point at which the individual's needs can be met by the motivator factors is at the esteem level. Sergiovani and Carver (1973) discuss the needs hierarchy in relation to educators and suggest that this point as diagrammed by Hersey and Blanchard is in fact another level of need, the desire for competency. To be competent in one's own job role is then contingent upon the hygiene factors having been present in the work environment and at an acceptable level for the individual.

Some of the motivator factors have been identified as being important in contributing to volunteer retention and successful leadership. Weaver (1975) completed a review of the literature and a summary of factors contributing to retention was made. Many of these factors are the same motivators identified by Herzberg.

A number of factors were identified that contribute to the long-time continuance of adults in volunteer leadership positions:

- a clear perception of the job expectations;
- a full understanding of the leadership role through proper orientation;
- a recognized member of the Extension team;

- open, two-way channels of communication between Extension professionals and the volunteers;
- proper and effective guidance and supervision by the Extension professional;
- effective leadership training specifically designed to meet the individual leader needs;
- a public and private recognition of the leader's contribution that will influence morale, satisfaction and retention; and
- a recognition of strong motivational factors held by leaders, e.g., growth, achievement, status and self-esteem, self-confidence, adequacy, personal worth, comradeship, and social compatibility.

Clegg (1963) replicated Herzberg's work with Extension staff in county administrative roles. It was found that motivator factors were contributing to satisfying incidents on the job. Clegg (1967) suggested that a motivational climate is also important to those volunteers in Extension programs. Six conditions were identified that provide for that climate:

1. Stimulation through knowledge of subject matter.
2. Responsible freedom on the job.
3. Support from supervisors.
4. A feeling of success.
5. Commitment to new approaches, ideas and innovations.
6. Self-insight of strengths and limitations.

SUMMARY

There has been no research with 4-H leaders that attempts to replicate the work of Herzberg. Much of the literature suggests that volunteers are affected by many of those job factors identified in the Motivation-Hygiene theory. Effective management of volunteer 4-H leaders may be further aided by research which attempts to determine if the Motivation-Hygiene theory is of value to managers of 4-H programs. It is the intent of this project to explore possibilities of utilizing the Motivation-Hygiene theory as a management tool for those who work with volunteer 4-H leaders.

Chapter III

METHODS AND PROCEDURES

The focus of this study is on the organizational factors that may or may not contribute to the motivation of volunteers. The research design selected is a modified form of Herzberg's work. The essential elements of the design consists of a description of an objective situation in which the subject is asked to describe a satisfying incident and/or a dissatisfying incident on the job as a volunteer 4-H leader.

The Herzberg model was originally used in a paid-work setting. For that reason, it was necessary to modify some of the definitions of the job factors and their sub-categories to be valuable in a volunteer setting. There were originally 16 factors identified by Herzberg. Three variables were eliminated: salary, effect on personal life, and advancement. Advancement was then partially included under the definitions of personal growth and/or responsibility. Status was also included under personal growth. Supervision was one of the hygiene variables identified in Herzberg's work, but because many volunteers do not formally acknowledge that they have a supervisor in Extension youth programs, this factor was identified as Guidance and Training. It was necessary to add two variables: interpersonal relationships with 4-H members and interpersonal relationships with parents. There were 13 job factors identified in this project. These are terms 4-16 below.

Definition of Terms

1. Job Factors: Those factors identified by Herzberg as hygiene factors and motivator factors. Some revision is made in order to assess attitudes of volunteer 4-H leaders.

2. Motivator Factors: Those job factors identified by Herzberg as contributing to motivation when present in a work setting. Five motivators are used in this study: recognition, achievement, work itself, responsibility, and personal growth.

3. Hygiene Factors: Those job factors identified by Herzberg as contributing to dissatisfaction when not present or when those factors are interpreted by the respondent to be "unfair". Those factors are: interpersonal relationships, policy and administration, work conditions, supervision, and security.

4. Recognition: (positive sense) Deriving satisfaction from receiving acknowledgement for some part of the work as a 4-H leader. This could be in a verbal recognition.
(negative sense) Being dissatisfied because of receiving criticism or no recognition when it was believed due.

5. Achievement: (positive sense) Deriving satisfaction from a personal feeling of success after completing a job, solving a problem or seeing the results of one's work as a 4-H leader.
(negative sense) Includes dissatisfaction from the failure of a job, task or activity or the absence of a sense of achievement.

6. Work Itself: (positive sense) Deriving satisfaction from the actual "doings" of the job role, the necessary tasks and duties includes both the creative and the routine, that in turn benefits the young people involved.
(negative sense) Same definition as above but finding dissatisfaction from those duties and tasks.

7. Responsibility: (positive sense) Deriving satisfaction from the responsibility and authority involved in being a 4-H leader. This includes planning for, making decisions about and actually conducting club meetings, special events and any other activity for which the leader is responsible.
(negative sense) Finds little or no satisfaction from the responsibility of any such activities mentioned above.

8. Personal Growth: (positive sense) Any change in personal development such as knowledge, skills or opportunities that have resulted from 4-H leadership and perceived as positive to the 4-H leader.
(negative sense) Same as the definition above but perceived as negative or the absence of personal growth as a 4-H leader.

9. Interpersonal Relationships with 4-H Members: (positive sense) Deriving satisfaction from the relationships with one or a group of 4-H members as a result of being a 4-H leader.
(negative sense) Dissatisfied with the relationship with one or a group of members.

10. Interpersonal Relationships with Parents and/or Adults: (positive sense) Deriving satisfaction from the relationships with one or a group of parents and/or adults as a result of being a 4-H leader.
(negative sense) Dissatisfied with the relationship with one or a group of parents and/or adults.

11. Interpersonal Relationships with Other 4-H leaders:
(positive sense) Deriving satisfaction from the relationships with one or a group of other 4-H leaders as a result of being a 4-H leader.
(negative sense) Dissatisfied with the relationship with one or a group of other 4-H leaders.

12. Interpersonal Relationships with Extension Staff:
(positive sense) Deriving satisfaction from the relationships with one or a group of Extension staff as a result of being a 4-H leader.
(negative sense) Dissatisfied with the relationship with one or a group of Extension staff.

13. Policy and Administration: (positive sense) Deriving satisfaction from working as a 4-H leader because of the policies and guidelines for the 4-H program -- also includes the methods of decision making for those policies and general organizational operation and effectiveness.
(negative sense) Same as the definition above but finding dissatisfaction from the policies, etc.

14. Work Conditions: (positive sense) Deriving satisfaction from the work environment, specifically the hours worked, the facilities used to carry out 4-H work, adequacy of tools, etc.
(negative sense) Same as the definition above but finding dissatisfaction from the work conditions.

15. Guidance and Training: (positive sense) Deriving satisfaction from the competence of the Extension staff in training and guidance (could include county, area, or state staff).
(negative sense) Dissatisfied with either the supervision or guidance or the competence of the Extension staff.

16. Security. (positive sense) Deriving satisfaction from the sense of being wanted or needed as a 4-H Leader. Feelings of being accepted as a 4-H Leader.
(negative sense) Feelings of being unwanted or not accepted as a 4-H Leader, in a club, or in a leader's group.

17. Leader Tenure: The number of years one has served as an adult volunteer 4-H leader.

18. Type of Leader: While an effort is made in many instances to define roles of volunteers, this project will use only two roles: leader with primary responsibility for 4-H work, and leader with support responsibility for 4-H work.

19. Primary Leader: Those adult leaders who regularly meet with a 4-H club, make decisions with and for the 4-H club, and take overall responsibility for a 4-H club. This is most often the organizational leader but could also be other individuals.

20. Support Leader: Those adult leaders who have responsibility for part of the 4-H program; these include those involved in project teaching, specific activities or overall support but not on a formal, regular basis to a single 4-H unit.

INTERVIEWING PROCEDURE

Ten 4-H volunteer leaders selected from three counties in the Parkersburg area of West Virginia were involved in a pilot project. The pilot project was designed to test the critical incidents technique as well as to provide for experience in using the schedule and probe questions. It was hoped that an assessment would also be made of the definitions used for each of the job factors. Those participating as pilot subjects were asked if any of the job factors were in need of further revision or if they were in any way confusing to them.

The data collected in the pilot project indicated that the researcher's ability to record the information was adequate. It was anticipated that each individual interview would last approximately one hour. While each interview varied, the average time spent in interviewing was one hour and 45 minutes per subject.

The semi-structured interview schedule which was used is found in Appendix A and consists of two parts. First, the respondent is asked to think of a time in the past that was a highly satisfying situation. As the respondent begins to describe this situation, a series of probe questions are asked to elicit further details of the incident described. The second part involved the same process but was used to gather information about a dissatisfying incident. The same probe questions are used for both satisfying and dissatifying incidents.

The primary procedures for conducting these interviews was to make no judgement or evaluation about the statements made by the subject. Statements were recorded as they were given. The basic idea of the semi-structured interview is to get spontaneous rather than forced responses.

In most cases, the respondents shared information easily. In two incidents the researcher was unable to encourage the subject to clearly define a specific incident. Similar incidents had been noted in the original work of Herzberg. There is a need for a specific incident to be described in order to meet the objectives of the critical incidents method. When a respondent was unable to describe more than a general feeling, the information was recorded, but such data was not useable.

The results of the pilot program indicated success in utilizing the Herzberg design. However, because of the length of time involved in conducting each individual interview, it was decided that another model might be more appropriate for collection of information from 4-H leaders attending National 4-H Leader Forums. A revision of the methods developed by the Herzberg group was necessary in order to collect enough data from a sufficient number of subjects. This change in methodology was piloted with 4-H leaders in Prince George's County, Maryland at the National 4-H Center. The revised schedule was modeled after the Jennings' study that involved volunteers in a Suicide Prevention Crisis Center.

The Jennings' project involved the same type of interview schedule that was employed by Herzberg and others. However, instead of conducting individual interviews, the respondents were given the opportunity to describe a satisfying situation and a dissatisfying situation in a written narrative form.

Five volunteer 4-H leaders participated in a pilot to assess the feasibility of this procedure. Two of the volunteers individually completed the questionnaire. Three volunteers participated in the project as a group. It was found that this latter technique was valuable in collecting the necessary information. The researcher was present while the questionnaire was being completed and was able to ask the probe questions while the narrative was being completed.

When the sample of Forum participants was drawn (later identified as Sample A), times were arranged for small groups to participate in the data collection. At the beginning of each group session, the purpose of the study was again explained. The subjects were assured of anonymity and were assigned interview numbers for the recording of the information. This assignment was made in order to separate the data by state, a request that had been made from the state coordinators. The respondents were encouraged to be honest and frank with the information they shared. The questionnaire is included in Appendix A. The participants reacted favorably to this approach.

After the data was collected from Sample A it was decided that it would be advantageous to collect information from a larger population. Sample B included 4-H leaders attending a Forum the week of April 24-29, 1978. All 4-H leaders attending this event participated in this sample.

The total population of Sample B was 99 4-H leaders. This group was not asked to describe both a satisfying and a dissatisfying incident. The group was divided into two groups. One group was asked to provide a written narrative of a satisfying incident and the other group a dissatisfying incident. This procedure allowed for information to be gathered from a large number of respondents while keeping the time involved in data collection to a minimum.

PROCEDURE FOR ANALYSIS

The first step in converting the narrative description of an incident into useable data was to break each interview down into thought units or sentences which conveyed one complete idea. This approach provides for a method of translating qualitative data into quantitative terms. In order to satisfy the requirement of objectivity, previously determined criteria had been established. Each of the 13 job factors were further defined by sub-categories which would allow for systematic analysis and quantitative treatment. The coding system used is outlined in Appendix A.

As each thought unit was identified, it was recorded on a master scoring sheet for the individual subject. Such a procedure allows for frequency counts to be made. Each narrative would then allow for one or more factors in any single sequence to be identified. The coded material resulting from this analysis is then presented using frequency counts and percentages.

THE POPULATION

The population in this project consisted of volunteer 4-H leaders attending the National 4-H Leader Forum during March and April, 1978. Sample A was randomly selected from all leaders at the Forum during March. The leaders were from Pennsylvania, Minnesota and Illinois. Sample B included all leaders at the Forum during April from New York, Missouri and Connecticut.

Table I: Participation by State

	ORIGINAL SAMPLE	PARTICIPATION
TOTAL SAMPLE A	50	39
Pennsylvania	11	7
Illinois	14	14
Minnesota	25	18
TOTAL SAMPLE B	99	99
New York	41	41
Missouri	53	53
Connecticut	5	5
TOTAL A & B	149	138

An original sample of 50 leaders was drawn from Sample A. From that 50, three subjects did not participate as their spouse was also participating in the project. Of the remaining 47, there were eight individuals who chose not to participate for a variety of personal reasons. Sample B was not a random sample. All 99 leaders attending the opening assembly participated in the project.

The criteria selected for participation in this project consisted of the following:

1. Must be presently active in 4-H leadership.
2. Willingness to participate in this project.

Chapter IV

RESULTS

There were 149 4-H leaders participating in this project. Table II indicates the number of narrative descriptions that were determined to be useable based upon the criteria for critical incidents.

All results from Sample A and Sample B are reported in this section as if one sample population was taken. The methodology used in collecting the data did vary slightly as described in the Procedure section. However, the data reflects little variation among the two samples. Separate tables have been constructed for each sample and have been placed in Appendix B.

Table II: Coded Narratives by Tenure & Type of Description

	Useable Narratives	
	Satisfying	Dissatisfying
TOTAL	64	66
TENURE:		
1-3 years	13	9
4-7 years	22	21
13 + years	9	12

There were 89 satisfying incidents collected. Twenty-five respondents described a satisfying event that did not relate to a specific incident or series of incidents. These 25 narratives could not be coded using the criteria for critical incidents.

Twelve respondents wrote in the questionnaire that they were unable to recall any dissatisfying incident that was important to them. Eleven other narratives were not coded as the descriptions that were provided were too general and not about a specific event or instance. Of the 89 dissatisfying incidents collected 66 were determined to be useable.

In Work and The Nature of Man, (1966), Herzberg reviewed thirty studies based upon his Motivation-Hygiene theory. Motivator factors were mentioned over Hygiene factors as

sources of satisfaction by an average ratio of 4:1 or 5:1. Hygiene factors were mentioned over Motivator factors as sources of dissatisfaction by a ratio of 2:1. Table III shows the percentage and frequency of Motivator factors and Hygiene factors found in this project:

Table III: Frequency and Percentage of Factors Cited by the Type of Incident

	SATISFYING		DISSATISFYING	
	Frequency	Percent	Frequency	Percent
MOTIVATOR FACTORS	104*	62.8	23*	17.4
HYGIENE FACTORS	63*	37.7	109*	82.6

*more than one factor can be cited in any single incident

The relationship between Motivator and Hygiene factors in satisfying experiences for 4-H leaders is not as significant as found in Herzberg's work. However, the differences are in the direction predicted by Herzberg.

The frequency in which Hygiene factors are cited over Motivator factors in dissatisfying incidents is greater than that found in Herzberg's work. The Hygiene factors cited in satisfying incidents include one factor which is not part of Herzberg's original work. The Hygiene factor, Interpersonal Relationships with 4-H members, was cited 35 times or 54.7% of the satisfying incidents described. Categorizing this factor as a Hygiene variable may not have been the most logical format to follow in a volunteer youth-work organization. Because this project attempts to replicate other work in the Motivator-Hygiene theory, all Interpersonal Relationship factors were categorized as Hygiene factors.

If the factor, Relationships with 4-H Members, had been removed from the information presented in Table III, the frequency count and percentages would indicate greater support for the Herzberg work as shown in Table IV.

Table IV: Frequency & Percentages of Factors Cited by Type of Incident with Relationships with Members Removed

	SATISFYING		DISSATISFYING	
	Frequency	Percent	Frequency	Percent
MOTIVATORS	104	78.8	23	15.9
HYGIENE	28	21.2	74	84.1

Factors Contributing to Satisfying Incidents

The data in Table V indicates the relative importance of job factors contributing to satisfying incidents by frequency and percentage. A single incident or sequence of incidents could yield more than one factor being identified, thus the percentages in the table total more than 100 percent.

Table V: Relative Importance of Each Factor Identified in Satisfying Incidents

		Frequency	Percent*
		N = 64	
M	Achievement	50	78.1
H	Relationships with 4-H Members	35	54.7
M	Recognition	22	34.4
M	Work Itself	16	25.0
H	Relationships with 4-H Parents	12	18.8
M	Personal Growth	9	14.1
M	Responsibility	7	10.9
H	Relationships with Extension Staff	5	7.8
H	Relationships with Other 4-H Leaders	4	6.3
H	Policy and Administration	4	6.3
H	Security and Appreciation	2	3.1
H	Guidance and Training	1	1.6
H	Work Conditions	—	----

* Percentages total more than 100 percent since more than one factor can appear in any single incident.

The Motivator factors were consistently identified as contributing to a satisfying experience with greater frequency than Hygiene factors with the exception of two:

1. Relationships with members; and
2. Relationships with parents.

Neither of these two factors were part of the original Herzberg model but were added in this project as being important in 4-H leadership work experiences.

Achievement was identified in 50 of the 64 satisfying incidents. This Motivator factor appeared with a much greater frequency than in any other replication of the Herzberg work with paid staff. The relationships between Achievement and other factors is noted in Table VI.

Table VI: Frequency of Achievement Factor Appearing with Other Factors in Satisfying Incidents

ACHIEVEMENT (N=50)	Frequency	Percent
..with Relationships with Members	26	44
...with Recognition	14	28
...with Relationships with Parents	11	22
...with Work Itself	10	20
...with Personal Growth	7	14

Table VI lists five job factors that have frequencies appearing with the Achievement factor in a satisfying incident. It is clear that there is an interdependent relationship between the Achievement factor and the other Motivation factors as well as two of the Hygiene factors: relationships with 4-H members and relationships with parents.

The sub-categories of the Achievement factor that respondents identified most often were: successful completion of a specific task (56%) and successful result seen in other's work because of one's own effort (44%).

The 4-H leader who indicated that the Achievement factor was significant in contributing to satisfying experiences rarely attributed achievement to be solely a personal experience. When the completion of a task was identified, the task was most often achieved by working with 4-H members or parents. In most cases, a personal sense of achievement is then experienced when one's effort is visible in the work of others.

Factors Contributing to Dissatisfying Incidents

A variety of the job factors were identified as contributing to a dissatisfying incident. Table VII lists the frequencies and percentages of which these factors were coded from the 66 dissatisfying incidents. The more frequent factors were: relationships with members, parents, and other leaders; guidance and training; policy and administration, and one motivator factor: achievement.

Table VII: Relative Importance of Each Factor Identified in Dissatisfying Incidents

		Frequency N=66	Percent*
H	Relationships with 4-H members	32	48.5
H	Relationships with 4-H parents	24	36.4
H	Guidance and Training	20	30.3
H	Relationships with other 4-H leaders	15	22.7
M	Achievement	14	21.1
H	Policy and Administration	11	16.7
H	Working Conditions	5	7.6
M	Work Itself	3	4.5
M	Recognition	3	4.5
H	Relationships with Extension staff	2	3.0
M	Responsibility	2	3.0
M	Personal Growth	--	----
H	Security and Appreciation	--	----

*Percentages total more than 100 percent since more than one factor can appear in any single incident.

When interpersonal relationships with 4-H leaders or parents accounted for dissatisfying experiences, either guidance and training or policy and administration was also identified in 50% of these incidents.

The Achievement factor was coded in 23.5% of the dissatisfying experiences. When it was identified it was in association with either interpersonal relationships with members or with parents. A similar relationship was found among these factors in satisfying incidents as well.

Guidance and training was coded in 30.3% of the dissatisfying incidents. Only one sub-category appeared in these narratives: not enough guidance and training. In

order for an entry to be made in this sub-category, at least one item in the following criteria needed to be met:

1. Any specific citation of needing more training.
2. Any reference to confusion over job roles with self or with others.
3. Any reference to a need for guidance in how the situation could have been handled.

Chapter V

CONCLUSIONS AND IMPLICATIONS

Whitsett and Winslow (1967) reviewed the Motivator-Hygiene (M-H) literature. They suggested that the Herzberg theory of motivation is an attempt to identify and clarify the sources of job attitudes.

> The M-H theory makes statements about the nature of man. It says he operates on two equally important basic needs: the need to grow and the need to avoid pain. Thus, the findings that some of the factors underlying one need appear to take precedence does not diminish the importance of the other need...One of the most common and persistent misinterpretations of the M-H theory is the attempt to use measures of overall job satisfaction to make statements purporting to be derived from the theory. The theory does not make statements about overall job satisfaction.

The M-H theory does suggest that there are certain job factors that when present have little to do with satisfaction. These Hygiene factors are related to the conditions of work.

The Motivator factors do not frequently account for job dissatisfaction. These job factors instead contribute to satisfaction. A hypothesis for this project to test the applicability of the M-H theory with 4-H leaders would be:

> Motivator factors should predominate among descriptions of satisfying situations or events for adult 4-H leaders. Hygiene factors should predominate among descriptions of dissatisfying situations or events for adult 4-H leaders.

Based on the data presented in the results section, this hypothesis can be accepted.

While the data does support the Herzberg theory in a volunteer 4-H leadership work setting, there were some unique differences in this study. It was noted in the results section that some of the job factors appear to play an important role in both satisfying and dissatisfying incidents.

Two job factors that were identified as Hygiene factors were not factors that were originally part of the Herzberg design. Relationships with 4-H members and Parents seem to be both Motivators and Hygiene factors.

Achievement, a Motivator factor, also appeared with a significant frequency in dissatisfying incidents, yet it was only mentioned as a source of dissatisfaction with the Hygiene factors of Relationships with Members or with Parents also included in the incident. Thus, the model, Figure 2, is suggested for use in understanding the relationship of the Motivator-Hygiene theory in volunteer 4-H leadership.

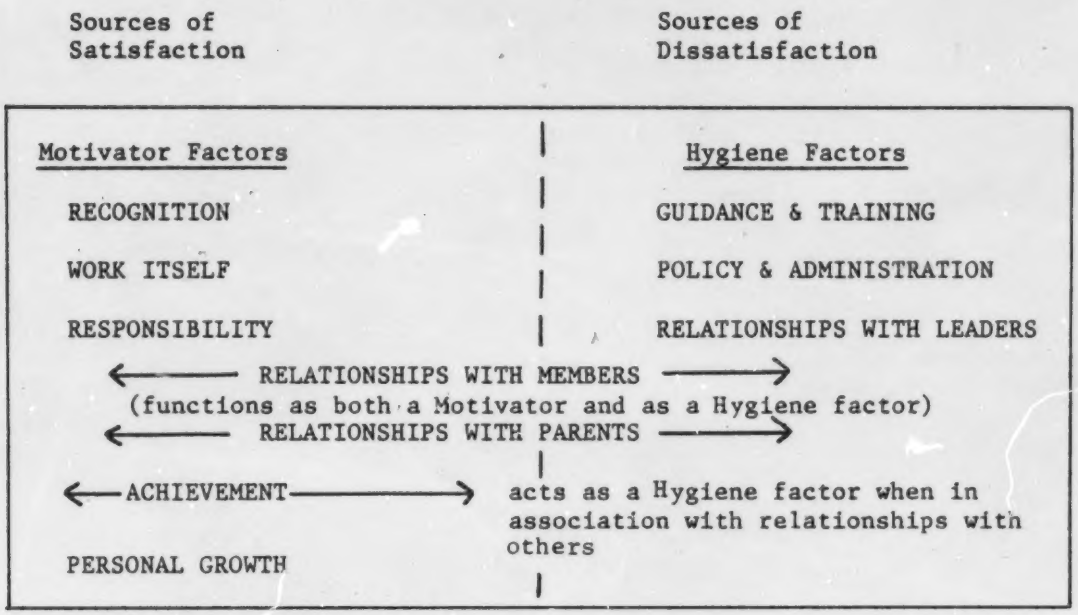


Figure 2. Job Factors identified as Motivators or Hygiene factors by volunteer 4-H leaders.

Apparently the Motivator-Hygiene theory does have other value than simply identifying job factors important in contributing to satisfying or dissatisfying incidents for volunteer 4-H leaders. The data collected in this project suggests that certain job factors require special attention if the Extension organization plans to manage 4-H programs staffed by motivated adult volunteer leaders.

Individuals involved in management theory and organizational development have come to similar conclusions. Myers (1964) finds that the theory is valuable in directing managerial action at all levels of responsibility. "It provides a framework from which to evaluate and put into perspective the many 'hints' to which managers are subjected."

The implications for using the M-H theory are presented in sections based on the structure of the theory: The Motivators, The Hygiene Factors, and a Model for Managing the Motivation of Volunteers.

The Motivator Factors

Seven job factors play an important role in the motivation of adult 4-H leaders. These factors appeared with a high frequency in incidents that the respondents identified as critically important and satisfying. The factors are: Achievement (78.1%), Relationships with Members (54.7%), Recognition (34.4%), Relationships with Parents (18.8%), Work Itself (25.0%), Personal Growth (14.1%), and Responsibility (10.9%).

In this study, utilizing critical incidents, two sources have been identified that clearly contribute to the motivation of volunteer 4-H leaders.

1. Motivation results in the doing of the job and the relationships resulting from that that job.
2. Motivation results when the leader perceives success.

Neither of the above statements are specially new developments in the field of volunteerism. Yet their importance cannot be overlooked by those who plan for programs dependent upon volunteer assistance.

The Extension organization is not a closed system which can readily manipulate Motivation factors and in turn motivate volunteers. However, there are opportunities for Extension staff to create the climate where volunteers do have opportunities to be motivated by the job factors. Respondents in this project most often mentioned seeing the results of their work in the successful completion of an event or a 4-H learning experience. These satisfying experiences were interpreted by leaders in three ways:

1. Perceived achievement - most often as a group achievement of either the leader and members or the leader and parents.
2. The work itself - interesting and often creative.
3. Recognition - often resulted from the work itself and the achievement of the group, this recognition usually was of the leader by the members, the parents or the community.

Extension agents can make a more conscious effort to create opportunities for adult volunteers to be motivated and satisfied with their job roles. Such an effort requires constant attention on the part of the 4-H staff and this means more than simply designing a program where those opportunities for achievement and interesting meaningful work are available.

To make use of the Motivation factors, Extension staff need to first provide the opportunities. Then there is need to manage the staff of volunteers to assure that successful accomplishment of tasks and satisfying relationships with others is achieved by the volunteer. Similarly there needs to be plans to manage for personal growth opportunities and greater responsibility for the leader.

When the Achievement factor was identified in this study, it occurred when the 4-H leader had received some feedback as to their accomplishment of certain tasks related to 4-H leadership. The same phenomenon also was noted when responsibility, personal growth and work itself was identified as a source of satisfaction. Recognition by its very nature is a feedback mechanism for accomplishment of either specific tasks or general performance. It was perhaps suprising to note that very few of the incidents that included recognition were for general performance which is usually associated with pins, certificates and awards. Instead of recognition by the Extension system or staff, all incidents cited were recognition by club members, parents or the community for the accomplishment of a specific event for which the volunteer provided primary leadership.

The written narratives did not allow for the opportunity to interpret the effects of the perceived achievements of the 4-H leader. Other research in motivation has, however, determined that perceived success often results in raising levels of aspiration and the subjects' confidence in his ability to attain goals is also raised.

It is noted that the Motivation factors are not the only factors which lead to motivation of volunteers. Other variables such as the leadership style of the managers, the ability of the leader and factors such as education, available time and self-esteem all play an important role in motivation. This study did not attempt to control any of those variables other than tenure and type of leadership role. The data does, however, indicate that Motivator factors can contribute to satisfaction and that is the role of Extension staff to program accordingly to assure that volunteers can experience the satisfaction that often results from those Motivator factors.

The Hygiene Factors

Dissatisfaction for volunteers results from two clusters of job factors:

1. poor relationships with others; and
2. poor organizational administration which primarily includes policies and their administration, training, and definition of job roles.

When the factor of relationships with members was identified the most frequest statement of dissatisfaction was in reference to failure of the youth to perform expected behaviors. Similar failures to perform expected behaviors were also mentioned when poor relationships with parents and other 4-H leaders contributed to dissatisfaction. The dissatisfaction occurred in these relationships when leaders had certain expectations of other adults (both parents and leaders) and those adults did not seem to have the same expectations of themselves. At least these other adults did not act as the 4-H leader had expected them to act.

When organizational administration was a source of dissatisfaction, these factors too were a result of leaders' expectations not being met. These expectations, however, were not identified in such a clear manner as they were with relationships with others. Individuals could not specify who should have performed differently. Instead, they were frustrated with the general situation not with any other individual. Examples of this frustration with the overall organization of an activity were recorded frequently. One 4-H leader stated, "No one wanted to take charge of things, it had not been decided who was to contact the other county."

4-H leaders seem to be expressing that their relationship with the 4-H organization was not well-defined in many instatnces. This often resulted in confusion as to how to perform in given situations.

When job roles appear as a source of dissatisfaction it most frequently was in relation to other leaders. Few leaders suggested: "I don't know what I'm supposed to do." Instead, they indicated: "Others do not understand just what it is that I am supposed to do."

The procedure for collecting data in this project did not allow for the opportunity to explore whether 4-H leaders had truly defined their own job roles and responsibilities for themselves or if their roles only became operationalized when conflicts occurred. Three conclusions then must be made:

Either:

> 4-H leaders have not shared their expectations of members', parents' and other leaders' behavior and roles with those groups.

Or:

> 4-H leaders have not clearly defined the expectations of those behaviors and roles for themselves nor have they been defined for the leaders by anyone else.

Or perhaps:

> 4-H leaders have unrealistic expectations of behaviors and roles of others involved in the 4-H process.

The manager of a 4-H program needs to be the individual to make the decisions as to which of the above conclusions is appropriate in a given 4-H program. It is also the manager's role to provide the necessary guidelines and training to solve or at least move toward a solution of any of the problems inherent in the above conclusions.

It is important for administrators of volunteer programs to plan for little opportunity for hygiene factors to become significantly important to 4-H leaders. To achieve such a goal, leader training must be designed that includes the processes necessary for avoiding dissatisfaction. Figure 3 presents such a model.

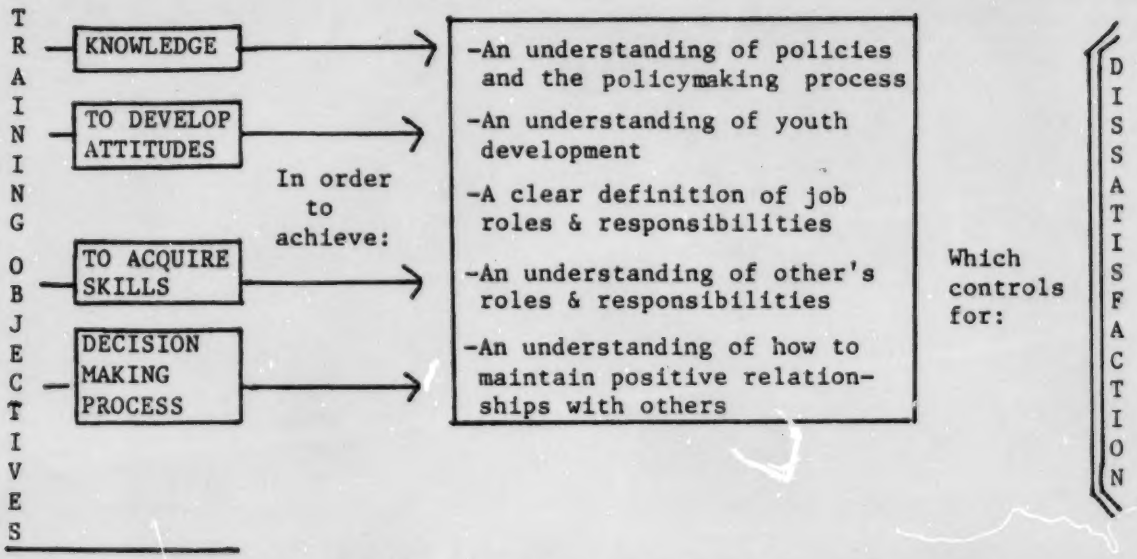

TRAINING OBJECTIVES
KNOWLEDGE
TO DEVELOP ATTITUDES
TO ACQUIRE SKILLS
DECISION MAKING PROCESS
In order to achieve:
-An understanding of policies and the policymaking process
-An understanding of youth development
-A clear definition of job roles & responsibilities
-An understanding of other's roles & responsibilities
-An understanding of how to maintain positive relationships with others
Which controls for:
DISSATISFACTION

Figure 3. Model for planning for infrequent dissatisfaction of 4-H leaders

The Extension organization needs to control for dissatisfaction of volunteer staff to assure program effectiveness and to increase job competency of the volunteer. This project suggests that certain Hygiene factors are important to 4-H leaders. Those same factors need to be employed by Extension staff in order to provide for a work environment that is not dissatisfying to the volunteer.

Model for Managing for the Motivation of Volunteers

Herzberg suggests that motivation results from an individual's satisfaction with job factors associated with the performance of the job itself and incidents resulting from that performance. Conversely, conditions surrounding the job, are factors attributable to an individual's dissatisfaction when they reach a level below that which the individual considers acceptable. As was noted in the literature chapter, the M-H theory has been a controversial theory of motivation and such discussion has precipitated whether performance results from satisfaction or satisfaction from performance.

The objective of this study was not to determine any casualty from the relationship between job factors and performance on the job. The purpose was exploratory. An attempt was made to determine if certain job factors identified in other motivation research were sources of satisfying and dissatisfying incidents for 4-H leaders. The information collected from the volunteers themselves indicates that factors inherent in the 4-H program do, in fact, play an important role in volunteer leadership service.

Argyris (1962) has identified three sources that result in human behavior within an organization. Any one or combination of these factors are important.

1. Individual's characteristics
2. Small informal group factors
3. Formal organizational factors

The M-H theory considers only some organizational factors and a few of the informal group factors. Any model for motivation based on this theory, then, is not a complete picture of all factors contributing to motivation. This does not, however, make the theory less important or useful as a management tool for those responsible for volunteer leadership programs.

A model for motivation is presented in Figure 4 that includes Hygiene and Motivator factors which Extension staff can build into volunteer leadership development programs.

The model is designed as a hierarchy with Hygiene factors at the base of the hierarchy to emphasize that controlling dissatisfaction is fundamental to volunteer growth. These Hygiene factors also provide for a basic understanding of the organization's goals which is essential for job competency.

In addition to presenting motivation as a process, the model can also be used as a check-list by Extension staff to assess the development and needs of the individual volunteer. Such an analysis allows for consideration of individual differences of volunteer staff, for certain factors may have greater or less importance to different invididuals.

The manager's role of focusing upon the Hygiene job factors while planning for the development of the volunteer's performance is an ongoing process in the model. This process is identified as guidance and training. No matter what the function is called its importance is that it attends to the context of work or the operational procedures of the organization. The manager has the responsibility to provide training that builds this foundation for a motivated volunteer staff.

In addition to guidance and training in organizational operations, there is another level of training that is also fundamental to providing for satisfying work experiences. The relationships one establishes with others must be positive in most cases to assure progress in moving toward the goals of the program. This may not be the case in all organizations but the nature of the 4-H program provided for an inter-dependence among the staff, other leaders, parents and the 4-H members. Training is needed for the leader to acquire skills in achieving positive interpersonal relationships. In many cases an assessment procedure may be all that is necessary to identify the leader's skill level rather than formal training. Whichever is the case, Extension staff need to take the lead in creating a work environment that is not dissatisfying.

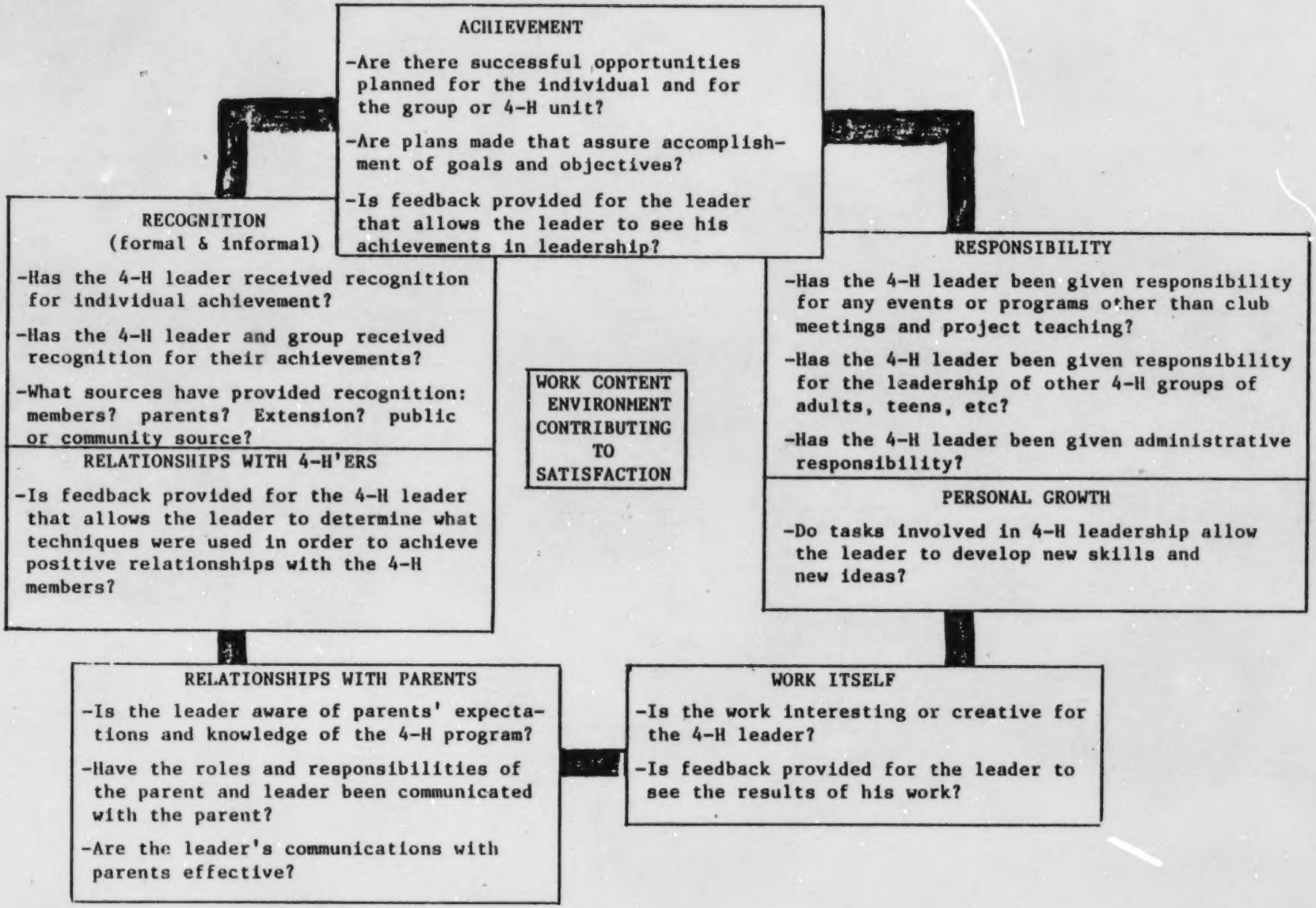
The Motivator factors presented in the model are a set of interrelated factors which result in satisfaction when experienced by the 4-H leader. The opportunities to ex-perience these factors must be provided by the organization. The data in this project indicate that some of the factors are indeed present in 4-H leadership. No attempt was made to determine if these factors were planned for by Extension staff or if 4-H leaders experienced these satisfiers as a result of some other activity in their role as a 4-H leader.

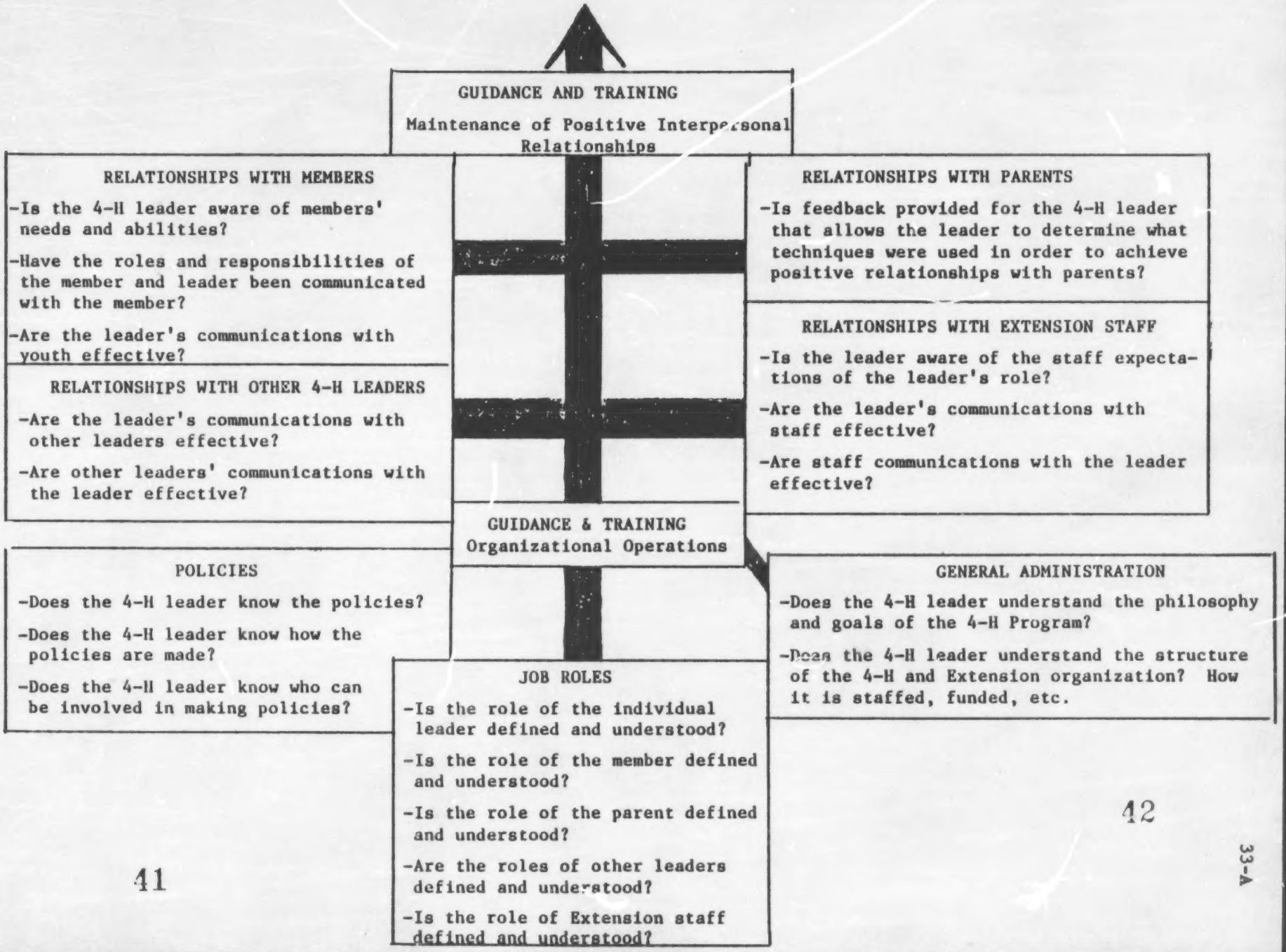
The value of the Management model is to suggest that Extension staff plan for those satisfying experiences. The intent of such a plan is that motivation will make a

difference in job performance and perhaps leader retention as well. Herzberg (1968) uses the term "job enrichment" to describe this process which leads to motivation of staff. The process is not to be confused with job loading, which only adds more tasks to one's job and does not contribute to the growth of the individual.

Inherent in each of the Motivator factors is the assumption that successful activity has occurred in the volunteer's leadership role. To guarantee these successful experiences requires careful planning on the part of the leader and Extension staff. Training and support needs to be provided that prepares for successful accomplishment of programs, meetings, and events. Setting realistic goals and objectives for any 4-H activity that can then be measured by the participant is fundamental to this process. This process is called "success motivation" and is beginning to be used formally in some Extension 4-H programs.

Each of the Motivator factors in the Management model also includes elements of feedback. This does not imply that formal evaluation needs to be part of every 4-H activity. However, it is the intent of evaluation to provide feedback and nearly every 4-H leader involved in this project had satisfying work experiences that resulted in some observable behavior or product.


ACHIEVEMENT
-Are there successful opportunities planned for the individual and for the group or 4-H unit?
-Are plans made that assure accomplishment of goals and objectives?
-Is feedback provided for the leader that allows the leader to see his achievements in leadership?
RECOGNITION (formal & informal)
-Has the 4-H leader received recognition for individual achievement?
-Has the 4-H leader and group received recognition for their achievements?
-What sources have provided recognition: members? parents? Extension? public or community source?
RESPONSIBILITY
-Has the 4-H leader been given responsibility for any events or programs other than club meetings and project teaching?
-Has the 4-H leader been given responsibility for the leadership of other 4-H groups of adults, teens, etc?
-Has the 4-H leader been given administrative responsibility?
WORK CONTENT ENVIRONMENT CONTRIBUTING TO SATISFACTION
RELATIONSHIPS WITH 4-H'ERS
-Is feedback provided for the 4-H leader that allows the leader to determine what techniques were used in order to achieve positive relationships with the 4-H members?
PERSONAL GROWTH
-Do tasks involved in 4-H leadership allow the leader to develop new skills and new ideas?
RELATIONSHIPS WITH PARENTS
-Is the leader aware of parents' expectations and knowledge of the 4-H program?
-Have the roles and responsibilities of the parent and leader been communicated with the parent?
-Are the leader's communications with parents effective?
WORK ITSELF
-Is the work interesting or creative for the 4-H leader?
-Is feedback provided for the leader to see the results of his work?


GUIDANCE AND TRAINING
Maintenance of Positive Interpersonal Relationships
RELATIONSHIPS WITH MEMBERS
-Is the 4-H leader aware of members' needs and abilities?
-Have the roles and responsibilities of the member and leader been communicated with the member?
-Are the leader's communications with youth effective?
RELATIONSHIPS WITH PARENTS
-Is feedback provided for the 4-H leader that allows the leader to determine what techniques were used in order to achieve positive relationships with parents?
RELATIONSHIPS WITH OTHER 4-H LEADERS
-Are the leader's communications with other leaders effective?
-Are other leaders' communications with the leader effective?
RELATIONSHIPS WITH EXTENSION STAFF
-Is the leader aware of the staff expectations of the leader's role?
-Are the leader's communications with staff effective?
-Are staff communications with the leader effective?
GUIDANCE & TRAINING
Organizational Operations
POLICIES
-Does the 4-H leader know the policies?
-Does the 4-H leader know how the policies are made?
-Does the 4-H leader know who can be involved in making policies?
GENERAL ADMINISTRATION
-Does the 4-H leader understand the philosophy and goals of the 4-H Program?
-Does the 4-H leader understand the structure of the 4-H and Extension organization? How it is staffed, funded, etc.
JOB ROLES
-Is the role of the individual leader defined and understood?
-Is the role of the member defined and understood?
-Is the role of the parent defined and understood?
-Are the roles of other leaders defined and understood?
-Is the role of Extension staff defined and understood?

SUMMARY

It was the intent of this study to suggest that there is value in utilizing some of the research in motivation of paid staff in a volunteer staff setting. Satisfaction with one's job role can be a motivator for continued service in the organization, for effective performance for the achievement of the organization's goals and for the personal growth of the individual. Herzberg's M-H theory suggests that an organization concerned with creating a climate that contributed to satisfied staff can achieve such a goal through personnel programs which take into consideration the need for dissatisfaction and the need to provide opportunities for personal growth.

One method of analyzing satisfaction with the role of 4-H leadership is to determine which job factors are relevant to 4-H leadership and what attitudes leaders may have towards these factors.

Thirteen job factors were identified as factors which may contribute to satisfaction or dissatisfaction with one's leadership role. Seven of these factors were frequently identified as contributing to satisfaction. Achievement, Relationships with 4-H members, Recognition, Work Itself, Relationships with Parents, Personal Growth and Responsibility. Six factors were also identified as contributing to dissatisfaction: Relationships with 4-H parents, Guidance and Training, Relationships with 4-H members, Relationships with Other 4-H Leaders, Achievement, and Policy and Administration.

While there are many variables which lead to or have an effect upon job satisfaction and dissatisfaction, this study dealt only with organizational factors. Some of those factors that are pertinent to motivation on the job can be managed by Extension staff. These factors relate both to the content or the "doing" of the job and the context or the "conditions" of the job.

Extension staff must manage the 4-H program and its organizational structure to assure that conditions of the job do not provide for dissatisfaction. Such a process can be achieved through planning for continued guidance and training of volunteer staff.

Preparing for individual development of volunteers that allows for job satisfaction is also a management function of Extension staff. The factors which are associated with positive job attitudes must be part of the leader's role in conducting the job. Creating opportunities for 4-H leaders to receive feedback relative to job performance is critical.

The 4-H organization can successfully manage for the motivation of volunteer staff. Effective management will provide a work environment conducive to meeting the needs of volunteers in order to create a sense of job satisfaction.

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APPENDIX A

Proposed Schedule

I. Think about a time in the past when you felt especially good about your job as a volunteer 4-H Leader. This should not be just a general feeling but a specific incident or series of incidents. Try to recall as much about that incident as you can. Would you describe that incident?

1. How long ago did this happen?
2. Who was involved in what happened?
3. What specifically made this change in feeling begin?
4. What did this mean to you personally?
5. Can you tell me more specifically why you felt this way?
6. Did this effect the way you do your job as a 4-H Leader at all?
7. Can you tell me more specifically what was different about how you did your job?
8. Did what happened change the way you felt about being a 4-H Leader?
9. How long did you feel this way?
10. Is there anything else you would like to say about the events or your feelings?

Thank you, let's move on to another question.

II. Think about a time in the past when you felt especially bad about your job as a volunteer 4-H Leader. This should not be a general feeling but a specific incident or series of incidents. Try to recall as much as you can about the incident. Would you describe that incident?

The same probe questions would be asked after the subject begins to respond to this question as were asked after the first question.

Think about a time in the past when you felt especially good about your job as a volunteer 4-H Leader. This should be something that happened to you, or because of you, or in some way specifically related to you. This should be a specific incident or a series of incidents and not just a general feeling or impression. Try to recall as much as you can about that incident and describe it in the space below.

Please include as much detail about that incident; who was involved, how long ago this happened, how you felt about this and what effect this may have had upon your job as a volunteer leader.

(If you need additional space use the back of this page and any additional pages as may be needed to give the details of the incident and how you felt.)

Think about a time in the past when you felt especially bad or discouraged about your job as a volunteer 4-H Leader. This should be something that happened to you, or because of you, or in some way specifically related to you. This should be a specific incident or series of incidents and not just a general feeling or impression. Try to recall as much as you can about that incident and describe it in the space below.

Please include as much detail about that incident; who was involved, how long ago this happened, how you felt about this and what effect this may have had upon your job as a volunteer 4-H leader.

(If you need additional space use the back of this page and any additional pages as may be needed to give the details of the incident and how you felt.)

Situation Factors

_____ 1. Recognition
- _____ 0. Not mentioned
- _____ 1. Work praised - no formal acknowledgement
- _____ 2. Work praised - formal acknowledgement
- _____ 3. Work noticed
- _____ 4. Work not noticed
- _____ 5. Inadequate work criticized
- _____ 6. Successful work criticized
- _____ 7. Credit for work taken by others
- _____ 8. Idea accepted within the organization

_____ 2. Achievement
- _____ 0. Not mentioned
- _____ 1. Successful completion of a specific task
- _____ 2. Successful result seen in other's work because of one's own effort
- _____ 3. Successful idea to solve a problem
- _____ 4. Vindication - having demonstrated rightness
- _____ 5. No successful result of a specific job
- _____ 6. No successful result seen in other's work because of one's own effort

_____ 3. Work Itself
- _____ 0. Not mentioned
- _____ 1. Routine
- _____ 2. Varied/interesting
- _____ 3. Creative
- _____ 4. Too easy
- _____ 5. Too difficult
- _____ 6. Unnecessary
- _____ 7. Others should do it
- _____ 8. Takes too much time

_____ 4. Responsibility
- _____ 0. Not mentioned
- _____ 1. Allowed to work without supervision
- _____ 2. Given responsibility for other's work
- _____ 3. Too much responsibility
- _____ 4. Not enough responsibility
- _____ 5. Lack of responsibility on another's part
- _____ 6. Given new responsibility

_____ 5. Interpersonal Relationships with 4-H Members
- _____ 0. Not mentioned
- _____ 1. Good cooperation and relationship with the group
- _____ 2. Good cooperation and relationship with an individual in the group
- _____ 3. Lack of cooperation and/or relationship with the group
- _____ 4. Lack of cooperation and/or relationship with an individual in the group

_____ 6. Interpersonal Relationships with Parents and/or Adults not Involved in the 4-H Program
_____ 0. Not mentioned
_____ 1. Good cooperation and relationship with parent(s) or adult(s)
_____ 2. Lack of cooperation and/or relationship with parent(s) or adult(s)

_____ 7. Interpersonal Relationships with Other 4-H Leaders
_____ 0. Not mentioned
_____ 1. Good cooperation and relationship with other 4-H Leaders as a group
_____ 2. Good cooperation and relationship with another 4-H Leader, specifically one individual
_____ 3. Lack of cooperation and/or relationship with other 4-H Leaders as a group
_____ 4. Lack of cooperation and/or relationship with an individual 4-H Leader

_____ 8. Interpersonal Relationships with Extension Staff
_____ 0. Not mentioned
_____ 1. Good cooperation and relationship with Extension staff member(s)
_____ 2. Lack of cooperation and/or relationship with Extension staff member(s)
_____ 3. No cooperation and/or relationship with Extension staff member(s)

_____ 9. Policy and Administration
_____ 0. Not mentioned
_____ 1. Agreement with organizational policies and goals
_____ 2. Disagreement with organizational policies and goals
_____ 3. Agreement with procedures/process for establishing organizational policies and goals
_____ 4. Disagreement with procedures/process for establishing organizational policies and goals
_____ 5. Effective organizational structure and operation
_____ 6. Ineffective organizational structure and operation
_____ 7. Lack of organizational goals and policies

_____ 10. Working Conditions
_____ 0. Not mentioned
_____ 1. Good physical surroundings and facilities
_____ 2. Poor physical surroundings and facilities
_____ 3. Too much time required for the job
_____ 4. Too little time required for the job
_____ 5. Right amount of work time
_____ 6. Good materials and resources to use in the work
_____ 7. Poor materials and resources to use in the work

_____ 11. Guidance and Training

_____ 0. Not mentioned
_____ 1. Guidance and training is adequate
_____ 2. Not enough guidance and training
_____ 3. Too much guidance and training
_____ 4. Supervision is competent
_____ 5. Supervision is incompetent
_____ 6. Supervisor is critical
_____ 7. Supervisor is supportive
_____ 8. Supervisor showed favoritism

_____ 12. Possibility of Growth

_____ 0. Not mentioned
_____ 1. Growth in skills
_____ 2. Growth in knowledge
_____ 3. Growth in status and opportunities (formal)
_____ 4. Lack of opportunity for growth (formal)
_____ 5. Need for training in order to grow in the job

_____ 13. Security or Appreciation

_____ 0. Not mentioned
_____ 1. Feelings of being wanted and/or needed as a 4-H Leader
_____ 2. Feelings of being accepted as a 4-H Leader
_____ 3. Feelings of being respected as a 4-H Leader
_____ 4. Feelings of being unwanted and/or not needed as a 4-H Leader
_____ 5. Feelings of being not accepted as a 4-H Leader
_____ 6. Feelings of not being respected as a 4-H Leader

APPENDIX B

Tables presented in this section are reported by Sample A and Sample B as there was some minor differences in methodology.

Table III: Frequency and Percentages of Factors Cited by Type of Incident Comparing Sample A and Sample B.

F = Frequency P = Percent

	SATISFYING				DISSATISFYING				
	SAMPLE A		SAMPLE B		SAMPLE A		SAMPLE B		1
	F	P	F	P	F	P	F	P	F
Motivator Factors	70	60.9	34	65.4	15	19.7	8	16.1	
Hygiene Factors	45	39.1	18	34.6	61	80.3	48	83.9	

Table IV: Frequency and Percentages of Factors Cited by Type of Incident with Relationships with Members removed. Comparing Sample A and Sample B.

	SATISFYING				DISSATISFYING			
	SAMPLE A		SAMPLE B		SAMPLE A		SAMPLE B	
	F	P	F	P	F	P	F	P
Motivator Factors	70	73.7	34	91.9	15	24.2	8	21.1
Hygiene Factors	25	26.3	3	8.1	47	75.8	30	78.9

Table V: Relative Importance of Each Factor Identified in Satisfying Incidents Comparing Sample A and Sample B

F = Frequency P = Percent

		SAMPLE A		SAMPLE B	
		F	P	F	P
M	Achievement	31	83.8	19	70.4
H	Relationships with Members	20	54.1	15	55.6
M	Recognition	15	40.5	7	25.9
M	Work Itself	9	24.3	7	25.9
H	Relationships with Parents	10	27.0	2	7.4
M	Personal Growth	9	24.3	--	--
M	Responsibility	6	16.2	1	3.7
H	Relationships with Extension Staff	4	10.8	1	3.7
H	Relationships with Other 4-H Leaders	4	10.8	--	--
H	Policy & Administration	4	10.8	--	--
H	Security & Appreciation	2	5.4	--	--
H	Guidance & Training	1	2.7	--	--
H	Work Conditions	--	--	--	--

Table VI: Frequency of Achievement Factor Appearing with Other Factors in Satisfying Incidents: Comparing Sample A and Sample B

	Sample A (Achievement - 31 times)		Sample B (Achievement - 19 times)	
	F	P	F	P
...with Relationships with 4-H members	17	54.8	9	47.8
...with Recognition	12	38.7	2	10.6
...with Relationships with parents	10	32.3	1	5.3
...with Work Itself	7	22.6	3	15.8
...with Personal Growth	7	22.6	--	--

Table VII: Relative Importance of Each Factor Identified in Dissatisfying Incidents: Comparing Sample A and Sample B.

		SAMPLE A		SAMPLE B	
		F	P	F	P
H	Relationships with 4-H members	14	40.0	18	58.1
H	Relationships with parents	12	34.3	12	38.7
H	Guidance & Training	14	40.0	6	19.4
H	Relationships with Other 4-H Leaders	10	28.6	5	16.1
M	Achievement	9	25.7	5	16.1
H	Policy & Administration	7	20.0	4	12.9
H	Work Conditions	2	5.7	3	9.7
H	Work Itself	1	2.9	2	6.5
H	Relationships with Extension Staff	2	5.7	--	--
M	Responsibility	2	5.7	1	3.2
M	Personal Growth	--	--	--	--
M	Security & Appreciation	--	--	--	--